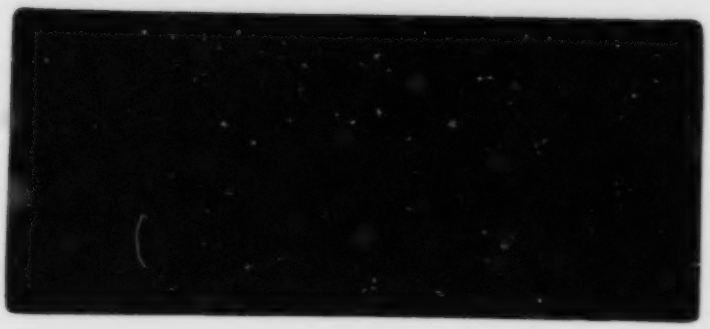

New Brunswick	Nouveau Brunswick
Advanced Education and Training	Enseignement supérieur et formation
Planning Services	Services de planification

EMPLOYER SATISFACTION

91-02801/

FOREWORD

Any service provider needs to know how the market rates the service. The Department of Advanced Education and Training gets systematic feedback from its regular graduates during an annual survey. Last year we surveyed the population at large to determine how the colleges were perceived. The results were very positive. This year we asked employers what they thought of our graduates, the apprenticeship system, and our contract training services.

Once again, the overall response was congratulatory. All those associated with the college effort have a great deal to be proud of. The detailed results, of course, show areas that can be improved. Business is asking for greatly increased dialogue with the Department and the Colleges. Where it does occur, employers are extremely pleased with the system's responsiveness. Their major concern is assuring that programs, equipment, and instructors are up to date; they believe that business practices are constantly changing and feel strongly that those responsible for training programs must be aware of the current workplace demands.

But the most significant discovery lies in the profile of current and future training sponsored by most New Brunswick businesses. They are not planning major initiatives; they do not recognize the need for their workforces to adapt significantly.

The consultants have made several suggestions for Departmental consideration. They propose that the Department, in cooperation with industry organizations, stimulate private sector awareness of labour market change and its impact on training requirements. Through highly publicized dialogue with the larger enterprises, the need to prepare their workforces of the future can be more widely accepted by New Brunswick businesses. Encouraging all employees to acquire more skills and to adapt to rapidly changing methods of production is the mark of a progressive employer; it is also a characteristic of those that have survived in the competitive world of New Brunswick business.

The staff of Baseline Market Research has done an admirable job in obtaining and presenting the information required for this project; the Department extends its thanks.

R.B. Harley
Planning Services

FINAL REPORT
A STUDY OF EMPLOYER SATISFACTION WITH SERVICES OF DAET AND COMMUNITY COLLEGES

PREPARED FOR
PLANNING SERVICES
DEPARTMENT OF ADVANCED EDUCATION AND TRAINING

BASELINE MARKET RESEARCH
FREDERICTON, NB
AUGUST 1, 1990

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INTRODUCTION

Baseline Market Research, Ltd (Baseline) has prepared this report to summarize its recently completed research activities for the New Brunswick Department of Advanced Education and Training (DAET), Planning Services. This study assessed the level of satisfaction of New Brunswick employers with graduates from the New Brunswick Community College system and the level of employer satisfaction with the contract and apprenticeship training services offered through DAET. As well, this study collected information on employers' overall use of training and perceptions of future training needs.

The following material presents an overview of relevant background information, the objectives which directed this project, the methodology employed and the research findings. This narrative concludes with recommendations for consideration.

BACKGROUND INFORMATION

In a marketing-oriented business, it is important for the firm to understand current and future customer needs and customers' perceptions of the products the firm offers to the marketplace. Understanding these same points is also important for the public sector.

In other studies, DAET has collected other market information. For example, it conducts an annual survey

of its approximately 2400 graduates of the nine community colleges in the province. This survey explores the level of satisfaction of students with their educational program. In general, one can make the statement that graduates are both pleased and enthusiastic about the educational programs available through community colleges.

DAET has also conducted a study of the public's attitudes concerning community colleges in New Brunswick. That survey confirmed that the support evidenced from students is also present in the overall population: New Brunswickers are both supportive and enthusiastic about the programs and services offered through community colleges.

This research effort constitutes the third part of the needed marketing information: an exploration of DAET's position within New Brunswick's business community. This research project expands the DAET's efforts to understand another of its markets, New Brunswick employers, their perceptions of DAET's current product offering and current and future needs which exist within that market.

This report supplies DAET and Planning Services with some of the updated information on the current and future training needs of New Brunswick businesses and it provides some of the information needed to refine DAET's product offerings to this market.

The following section summarizes the objectives which directed this research effort.

RESEARCH OBJECTIVES

Research objectives, often stated in the form of research questions, are the guidelines for any research project - they shape the scope and, in a sense, determine the outcome of a project. This study was designed to provide answers to the following questions:

- In general, what are the impressions of the business community about the graduates of community colleges and of the programs and services offered through contract training and apprenticeship programs?
- Are these people well-trained?
- Are they able to perform the types of tasks needed in the workplace?
- Do these people have particular strengths or weaknesses (specifically related to training).
- What does the business community think of the quality of the training available?
- Are the training needs of the business community being met?
- Are those who are trained suitably trained to meet the demands of today's employer?
- Are there any differences in impressions or opinions among different types of business - does one particular business group which employs graduates or provides training opportunities have a more positive or negative impression than another group? If so, why do the differences exist?

- What is the level of awareness of the business community concerning programs and services offered through DAET?

- What do employers in this province see as the future skill demands within their businesses?

- How do they plan to address those needs?

- Are there areas in which DAET may be able to be of particular help?

- Because views are a reflection of personal experience, what contact has an employer had with either DAET or community colleges?

- Has that been a positive or negative experience?

- Has the employer asked for services?

- What are his overall impressions of his contact with the system (as differentiated from his contact with students or trainees)?

- Do impressions of programs and graduates vary in accord with experience - are the impressions of those who use the programs and employ more graduates significantly different from other businesses? If so, in what way?

The research instrument included in Appendix A provided the translation of these research questions into a format suitable for data collection.

METHODOLOGY

SAMPLE SELECTION

As a compromise between the need for a sufficient sample size to speak with confidence about the New Brunswick business community and limitations on the amount of funds available, Baseline proposed and completed a sample of 500 businesses. Those contacted were be drawn from the following groups:

GROUP 1 Those employers who have hired graduates of the various community colleges in the past year. These firms were drawn from the study of recent graduates completed in 1990. The sample size for this group was 125 firms.

GROUP 2 Those employers who have been involved in apprenticeship training programs in the past two years - assuming that some programs may extend beyond a two-year period. One hundred and twenty-five firms were selected from this group.

GROUP 3 Those employers who have used the contract training services of DAET in the past two years. Seventy-five firms were selected from this group.

GROUP 4 This would constitute a matched sample of employers from within similar industrial classifications to those in Groups 1, 2 and 3 without direct involvement with community colleges or DAET programs in the past two years (at least according to available records). Baseline used SIC numbers to draw this sample of 175 firms from its listing of 17,500 New Brunswick businesses.

Firms in Groups 2 and 3 were drawn from lists supplied by DAET Planning Services.

The stratified sampling process was based on random selection principles and provided the basis for using the information generated to make inferences about the overall business community of New Brunswick. The overall margin of error for a survey of 500 randomly selected respondents falls within a range of ± 3-4%.

In order to maintain the confidentiality of those contacted, Baseline does not supply any client with a list of individuals contacted through our research; however, records of all interviews and contacts are maintained for audit purposes.

The following table provides an overall summary of the characteristics of the firms which participated in this study.

PROFILE OF BUSINESSES PARTICIPATING IN SURVEY	
SECTOR	
PRIMARY	2%
MANUFACTURING	18%
CONSTRUCTION	22%
TRANSPORTATION & STORAGE	4%
COMMUNICATION	1%
TRADE	29%
FINANCE	2%
SERVICE	23%
YEARS IN BUSINESS	
21 + YEARS	37%
11 TO 20 YEARS	28%
6 TO 10 YEARS	15%
2 TO 5 YEARS	17%
LESS THAN 2 YEARS	3%
NUMBER OF EMPLOYEES	
0 - 5	22%
6 - 10	18%
11 -20	15%
21 - 40	15%
41 AND OVER	30%
LANGUAGES IN WHICH EMPLOYEES WORK	
FRENCH	6%
ENGLISH	53%
BOTH	41%

DATA COLLECTION

In this study Baseline, as noted, used three research approaches using two different means of client contact, telephone and personal interviews.

Baseline began this study with personal interviews with major employers in the province. These ten interviews provided the needed background/perspective from the business community.

Baseline recommended the use of telephone interviews for the major portion of the research because of the fast turnaround time and convenience. Baseline made at least four calls, often many more, to reach the needed respondent. The first call to a business was often simply to identify the potential respondent and arrange an interview. The average length of time for the interview was 16 minutes.

Data were collected between June 6 and June 27, 1990. The process of data collection was slowed by the number of calls needed to make contact with the appropriate person in a business. Altogether, however, the response or participation rate of 89% (indicating that only 11% of those contacted refused to participate) confirmed the benefits of repeated contact.

Baseline also conducted two focus groups, one in French and one in English, to further explore the information collected in the telephone survey. There was a problem

and one in English, to further explore the information collected in the telephone survey. There was a problem with attendance in both groups. For example, 12 people were recruited and six participated in one area and eight in another. In the recruitment process all selected indicated a high level of interest and willingness to attend, but follow-up contact suggested that changes in scheduling or unplanned activity restricted participation. This is not an uncommon problem with business groups and it does give cause to rethink the use of focus groups for businesspeople. In future studies Baseline would be more likely to suggest the use of in-depth personal interviews rather than focus groups for this type of study. Another alternative might be the use of focus groups with extraordinary incentives.

FIELD WORK

The telephone survey was completed in both official languages through Baseline's central interview facility. The personal interviews with employers and the focus group conducted in English were completed by senior research staff from Baseline and the focus group in French was conducted by an associate from the Groupe Centre from Montreal.

DATA ANALYSIS

All data have been edited, coded, analyzed and computerized through Baseline's facilities. Responses

will be accessible on computer disk for a period of 13 months should further analysis be needed.

Information collected from the quantitative survey has been tabulated, and detailed documentation to substantiate any information presented in this report is available through Baseline.

The information collected from the focus groups has been incorporated into the research report and expands upon the information collected through the quantitative survey whenever appropriate.

The following material provides a detailed summary of the information collected to address the key research findings.

RESEARCH FINDINGS

OVERALL INFORMATION

WORKFORCE ENTRANTS

This study began with the development of information on the business community's opinions about employers' views of people entering the workforce today. As can be seen in Table 1, New Brunswick employers are sceptical about the overall "quality" of new entrants to the workforce, but they are much less sceptical about those who enter the workforce following training at a community college.

As is also demonstrated in Table 1, the community college graduate is seen as significantly more motivated, more interested and more willing to work hard than the average entrant; however the community graduate is also seen as unfamiliar with the job demands of the workplace. The community college graduate is only somewhat better than the average entrant in terms of ability to work with minimal supervision and ability to make decisions "on their own".

TABLE 1
PERCEPTIONS OF THOSE ENTERING THE WORKFORCE TODAY

	OVERALL	COMMUNITY COLLEGE GRADUATES
HOW MOTIVATED		
VERY MOTIVATED	16%	67%
SOMEWHAT MOTIVATED	46%	29%
NOT MOTIVATED	38%	4%
HOW INTERESTED IN GETTING AHEAD		
VERY INTERESTED	27%	73%
SOMEWHAT INTERESTED	49%	24%
NOT VERY INTERESTED	24%	3%
HOW EQUIPPED WITH BASIC SKILLS		
VERY WELL EQUIPPED	17%	43%
SOMEWHAT EQUIPPED	43%	46%
NOT VERY EQUIPPED	40%	11%
HOW FAMILIAR WITH JOB DEMANDS		
VERY FAMILIAR	12%	28%
SOMEWHAT FAMILIAR	39%	52%
NOT VERY FAMILIAR	49%	20%
HOW WILLING TO WORK HARD		
VERY WILLING	26%	58%
SOMEWHAT WILLING	50%	35%
NOT VERY WILLING	24%	7%
HOW ABLE TO WORK WITH MINIMAL SUPERVISION		
VERY ABLE	15%	31%
SOMEWHAT ABLE	48%	54%
NOT VERY ABLE	37%	15%
HOW ABLE TO MAKE DECISIONS "ON THEIR OWN"		
VERY ABLE	9%	22%
SOMEWHAT ABLE	45%	60%
NOT VERY ABLE	46%	18%

These views were reinforced in personal interviews and group discussions which suggested that the community college graduates demonstrated their motivation through education and that a community college education was a "practical education - one that equipped people with needed skills".

In the process of data analysis, Baseline compared the views of those employers who had hired community college graduates in the past two years to those who had not done so. According to that analysis, there were no significant differences between those two groups, suggesting that community college graduates are held in high regard throughout the business community.

COMMUNITY COLLEGE GRADUATES AND THE BUSINESS COMMUNITY

Among the 500 businesses contacted, 45% had hired a graduate of a community college in the past two years (however, this should not lead one to infer that 45% of all employers had done so, given the construction of the sample). Among those who had not hired a graduate, about 25% had actually had a graduate apply for a position; however, most of those who had been approached indicated that they had not hired the applicant because they had no openings rather than because of any significant shortcoming among community college graduates who had applied for positions.

Among those who had hired community college graduates, 91% indicated that they were very (50%) or somewhat (41%) satisfied with the people they had hired.

Those who were dissatisfied with the people hired were not concentrated within any particular employee group: some had hired office personnel and others had hired machinists or mechanics.

From an overall perspective, according to employers, 91% had hired graduates for positions related to the training they had received at a community college. Among those, 74% indicated that the training was appropriate for the job. The following causes for respondents rating training as "inappropriate" were given:

- Community college training information is out of date (33%)

- Employees should have received more practical experience/orientation in their community college program (17%)

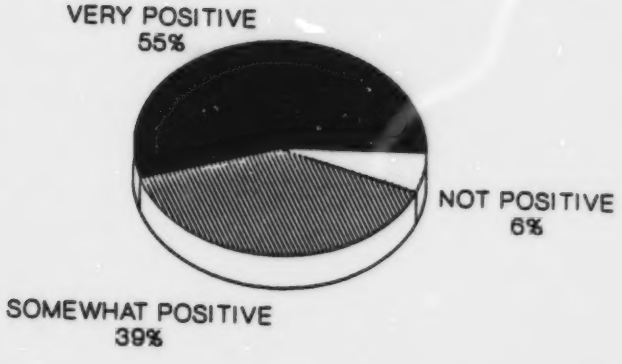
- The community college program did not provide the employee with the appropriate skills for the jobs (15%)

- The training provided through community colleges was not sufficiently specific for the type of job (12%).

Other respondents noted such concerns as "too short a program", lack of emphasis on productivity and the lack of adequate familiarity with computers. More detail on training is presented in later sections of this report.

As a final perspective on the overall views of the business community towards graduates of community colleges, each businessperson was asked if their overall impressions were very, somewhat or not very positive along with the rationale for their impression. Impressions are summarized in the following:

OVERALL IMPRESSIONS OF COMMUNITY COLLEGE GRADUATES



Those who noted a positive impression did so because they see graduates of community colleges as having "worked hard" in school, as being willing to "work hard" in the workplace and being well prepared for the workplace.

Negative impressions were related to impression of graduates as "not motivated", "expecting too much from employers" and "not being ready for work - they're unprepared".

In the initial interviews, participants confirmed the positive impressions of community college graduates and the overall scepticism of the general population of new workforce applicants.

In both the personal interviews and the focus groups, employers voiced concern about the high expectation of the new entrants and the general workforce and concern about the lack of awareness of what "a day's work really is". Many noted that people seem to have high expectations about salary but little appreciation for the amount of work that had to be done to earn a reasonable wage.

Focus group participants also noted that many new entrants seemed to lack motivation - and that the protection offered through unemployment compensation contributed to a lack of motivation because of the

security it offered. Some focus group participants also noted the tendency to "quit whenever someone feels pressure".

In general, the business community seems sceptical about the attitudes of the new or emerging workforce but positive about the graduates of community colleges.

CONTRACT TRAINING

INTRODUCTION

In order to better understand the business training picture in New Brunswick, the decision was initially made to collect as much information as possible on the overall training patterns within business and then develop a profile of the fit between overall business training and DAET and the community colleges.

To that end, the following material first presents an overview of the training available within New Brunswick businesses and the use of DAET services. This is followed by an assessment of those services.

Before a presentation of the specific information, it may be relevant to consider the following observations developed by Baseline during the process of analysis:

- There do not seem to be any consistent patterns in the training demands of businesses within New Brunswick. There are several major areas, but much of the training is both specific to the firm and carried on within the limits of the firm and its resources.

- Much of the training within business is relatively basic and traditional. While older and larger firms may be carrying out a wider variety of programs and sponsor programs more frequently, this study revealed little evidence of innovative training patterns or significant efforts in the area of retraining of the workforce. According to responses received, the business community appears to be updating its information but not radically altering the way in which it is doing things.

way in which it is doing things.
- Within the group of 500 businesses, 55% indicated that they offered some type of training (other than apprenticeship programs) for their employees. Within that group, the majority cited some type of product-related training, often sponsored by manufacturers, and training related to health and safety. While many are aware of the far more sophisticated and comprehensive programs offered by some of the larger firms in the province, the vast majority of firms are small with far less complex training programs.

Among the 500 firms surveyed Baseline found the following rates of participation in different aspects of training:

- 12% of firms contacted offered orientation programs, employee training and apprenticeship programs.

- 13% offered training and apprenticeship programs.

- 17% offered orientation and training programs.

- 4% provided orientation and apprenticeships.

- 15% had apprenticeships without other programs.

- 13% offered employee training without other programs.

- 6% had orientation programs.

- 20% provided no training, apprenticeships or orientation.

Firms offering all three types of training represent seven of the eight major industry classifications: 40% come from the trades sector, 27% from manufacturing, 18% from the service sector, 7% construction, 4% from transportation and storage and 2% each from finance and communications.

The following sections describe current training practices within New Brunswick businesses.

ORIENTATION PROGRAMS

Among all businesses contacted, 40% claimed to have some type of formal orientation program for new staff. Among those with such a program, 87% claim that all new staff are exposed to some form of orientation.

However, there appears to be a lack of understanding of orientation. Many of those who indicated that they had such a program, reported that it goes on for an extended period or is "ongoing." This suggests that there is confusion between the terms "orientation" and "on the job training."

According to this survey, within New Brunswick businesses, orientation is conducted by presidents or CEO's (22%), by senior managers (26%), personnel directors (6%), departmental managers (20%), by supervisors or foremen (15%) by staff senior in the position being filled (7%) or by a consultant or other person within the organization (4%).

BUSINESS TRAINING

When asked, 54% of the businesses contacted for this survey indicated that they had offered some type of employee training program, other than or in addition to apprenticeship training, during the past two years. Altogether, there were a total of 411 mentions of training programs offered within this group of businesses. This suggests an average of approximately 1.5 training sessions/programs per business which offers any training.

Firms providing employer-sponsored training represent the eight major industry classifications: 33% come from the trades sector, 26% from the service sector, 18% from manufacturing, 14% construction, 4% from transportation and storage and 3% from finance, 2% from the primary sector and 1% from communications.

The following table summarizes the demographic characteristics of firms which do and do not offer training for their employees:

DEMOGRAPHICS OF TRAINING PROVIDERS AND NON-PROVIDERS		
	PROVIDES TRAINING	
	YES	NO
AGE OF COMPANY		
LESS THAN TWO YEARS	2%	5%
TWO TO FIVE YEARS	12%	23%
SIX TO TEN YEARS	16%	14%
ELEVEN TO TWENTY YEARS	21%	35%
MORE THAN TWENTY	49%	22%
SIZE OF COMPANY		
ZERO TO FIVE	18%	48%
SIX TO TEN	14%	21%
ELEVEN TO TWENTY	16%	11%
TWENTY-ONE TO FORTY	18%	11%
FORTY-ONE OR MORE	34%	9%
PERCENTAGE OF COMPANIES IN WHICH EMPLOYEES WORK IN		
ENGLISH	47%	56%
FRENCH	6%	6%
BOTH	46%	38%
PERCENTAGE OF COMPANIES WHICH PREFER INSTRUCTION IN		
ENGLISH	73%	74%
FRENCH	10%	15%
BOTH	16%	12%

The most significant predictor of whether a business offers a training program is the age of the company: 48% of those offering training have been in business for twenty years or more, compared to only 22% of those in the group who do not offer training. In fact, 73% of those in business for more than 20 years offer training, while 73% of those under two years old do not.

Although not as significant, another factor which affects whether or not training is offered is the size of the company. Larger companies are more likely than smaller companies to offer training. Thus, 48% of those companies which do not offer training have fewer than six employees compared with 18% of those who do offer training. Conversely, 34% of those companies offering training have more than 40 employees compared to 9% of those who do not. Furthermore, 82% of companies with more than 40 employees provide training while 69% of those with five or fewer full-time employees do not.

The language profiles of those who do and do not provide training are similar: slightly higher percentage of companies who do not provide training have employees working only in English while a slightly higher percentage of those companies offering training have employees working in both languages (46% and 37% respectively). Six percent of businesses in both categories have employees working only in French.

Similarly, about 75% of businesses prefer instruction in English. Ten percent of those offering training

prefer it in French and 16% in both languages while 15% of those not offering training would prefer instruction in French and 12% in both languages.

CURRENT TRAINING PROGRAMS

As noted elsewhere, there does not seem to be a consistent pattern among the 54% of firms who are providing some type of training to their employees. For example, 60% of all mentions of training include the following general categories: health and safety, management training, technical skills development, special equipment training, product usage, product knowledge and some type of computer training (word processing, data base management and accounting software). The balance of the training covers a variety of firm-specific training areas.

The chart on the following page provides an overview of the major training classifications provided within businesses in New Brunswick.

OVERALL INFORMATION ABOUT TRAINING IN NEW BRUNSWICK BUSINESSES									
	MAJOR TYPES OF TRAINING CURRENTLY AVAILABLE								
	OCCUP HEALTH	MGT. TRAINING	SPECIAL EQUIP	TECH. SKILLS	PRODUCT USAGE	PRODUCT KNOWLEDGE	WORD PROCESS.	ACCT/ COMPUTERS	DATA BASES
PERCENT OF ALL TYPES OF TRAINING OFFERED	10%	6%	7%	11%	7%	6%	5%	4%	4%
WHO PAYS FOR THE TRAINING									
THE COMPANY	77%	86%	76%	61%	78%	84%	70%	93%	38%
THE COMPANY WITH GOVT.ASSISTANCE	13%	14%	12%	22%	4%	8%	20%	7%	38%
GOVERNMENT ONLY	3%			10%		4%			6%
MANUFACTURERS/ OTHERS	5%		12%	7%	19%	4%	10%		19%
WHERE TRAINING CARRIED OUT									
THE WORK PLACE	62%	27%	35%	20%	31%	60%	4%	14%	38%
COMMUNITY COLLEGE	12%		19%	37%		8%	21%	29%	31%
PRIVATE COLLEGE							16%		
UNIVERSITY	3%						11%	14%	
OTHER PLACES	24%	73%	46%	44%	69%	32%	32%	43%	31%
DESIGNERS OF COURSES									
CC/DAET STAFF	5%	5%	15%	18%	3%	4%	5%	15%	13%
CONSULTANTS	54%	48%	56%	50%	83%	33%	45%	46%	40%
REGULAR CC COURSES	5%		4%	20%			35%	15%	27%
STAFF OF THE FIRM	35%	48%	26%	13%	13%	63%	15%	23%	20%

From an overall perspective, one can note that the community colleges and DAET may have a significant market opportunity for contract training, given their current, low level of involvement in workplace related training: training is provided in the workplace or at a site other than a community college; it is often provided by outside consultants or manufacturers' representatives, and it seldom involves staff from DAET or the community colleges.

Associated with this is the finding that businesses do not know what programs are available to them: when the government pays for the full cost of training, it most often approaches the companies for participation (71%).

When there was a cost snaring situation, in only 22% of the cases did a company indicate awareness of a specific program before approaching the government for assistance. In 44% of the cases, the businesses approach government without specific information on what might be available. In 34% of these situations, the government initiated the approach and arranged for the cost sharing for training. Businesses appear to be willing to join with government in paying for training, but, at the same time, they are not familiar with what training programs do exist, suggesting that more information and awareness may stimulate demand and generate revenue from business.

Regardless of government contributions or payments, it appears that companies are most likely to be paying the full cost of training.

Community colleges and DAET are most involved in training taking place in the areas of technical skills upgrading, and computer-related training such as word processing, data bases, and accounting. They have very little involvement in management training and product usage training.

WHO ATTENDS TRAINING

From an overall perspective, training in New Brunswick businesses is as likely to be attended by clerical staff as by skilled labour. However, 50% of all groups for whom training is offered consist of four employee classifications: Mechanics and Repairers (14%); Sales People (13%); Clerical or Office Staff (13%); and Managers and Administrators (10%).

As one might expect, members of each job category take particular types of training as illustrated in the following tables:

TRAINING PROVIDED TO MECHANICS AND REPAIRERS	
TECHNICAL SKILLS UPGRADING	32%
PRODUCT USE	25%
SPECIAL EQUIPMENT TRAINING	14%
AUTO MECHANIC	14%
OTHER	15%

TRAINING PROVIDED TO SALES PEOPLE	
ON THE JOB TRAINING	30%
SALES - MARKETING	21%
PRODUCT KNOWLEDGE	15%
PRODUCT USE	13%
CUSTOMER SERVICE	13%
OTHER	8%

TRAINING PROVIDED TO CLERICAL OR OFFICE STAFF	
COMPUTERS -WORD PROCESSING	32%
COMPUTERS -DATA BASES	21%
COMPUTERS -ACCOUNTING	19%
ON THE JOB TRAINING	8%
OTHER	20%

As can be seen, training is very specific to each employee's classification and the range of training provided seems fairly limited.

The fourth category of employees provided with training is made up of managers and administrators. This group gets 44% of its training in the what was described as "management training" (including time and stress management). The other 56% of training for managers and administrators is spread over ten types of training

including such categories as customer service, technical skills upgrading, and occupational health and safety.

ASSESSMENT OF COMMUNITY COLLEGE (DAET) PROGRAMS

The following material summarizes the responses of New Brunswick businesses when they were asked to assess the courses and instructors involved in community college training programs.

A note of caution has to be stated. Altogether 35 of the 500 businesses contacted indicated that community college or DAET staff had been involved in the design or development of the training programs offered within the business. An additional 37 also indicated that at least one of their training programs was a regular course at a community college. At best it is estimated that DAET or community colleges are involved in 18% of all training currently provided within New Brunswick business. This study was designed to examine the process of course development and the relationship between DAET and the businesses requesting or using the services, thus only 35 people were actually asked for their comments about community college or DAET staff involvement. Given these small numbers, Baseline has concerns that generalizations be made: this particular information should be viewed as directional or preliminary.

Among those businesses involved with DAET developed training, most report being pleased with the service they received. They found community college staff very

helpful in starting programs, knowledgeable and interested. They found the training very useful and said that it made a contribution to the employees' ability to do their job and to the operation of their business.

More specifically, employers reported being very satisfied with the participation of community college staff in putting training programs in place. All who answered the question felt that the staff at the community college were very helpful (84%) or somewhat helpful (16%) in getting their training started.

Similarly, businesses indicate that the staff at the community college were very knowledgeable (76%) or somewhat knowledgeable (16%) about what to include in the training program and very interested (81%) or somewhat interested (12%) "in helping to put the program in place." In only one case did a business report that the staff of the community college were not very interested in putting the program in place.

Those interviewed were also quite satisfied with the quality of the instructors provided by community colleges. All reported that the instructors were very or somewhat "knowledgeable" and "up-to-date" with a large majority reporting that they were very knowledgeable" (89%) and very "up-to-date" (92%). As will be seen in the apprenticeship section, there appears to be some discrepancy regarding "up-to-date" information.

Finally, employers were asked to rate the usefulness of

the community-college related training made available in three areas: the usefulness for their business; its contribution to improving the ability of employees to do their job, and its contribution to improving the overall operation of their business.

Generally, businesses report that they find the training programs offered in conjunction with community colleges useful for their businesses. Eighty-six percent (86%) of those answering this question stated that the training was "very useful" and 14% "somewhat useful." No respondents rated the training as "not very useful."

Employers also find that the training programs make a contribution by improving the ability of their employees to do their jobs: 98% indicated that this contribution was very (76%) or somewhat (22%) significant while 2% felt that the contribution to improving employees' ability to do their job was "not very significant."

The employers' reaction to being asked if the training program made a contribution to "improving the overall operation" of their business was more mixed. While 89% reported that the training made contribution, only 50% indicated a very significant contribution and 39% a somewhat significant contribution and 11% claimed the training did not make a significant contribution to the overall operation of their businesses. Because of the small number of responses, it is not possible to draw any definite conclusions regarding those training programs which employers feel do not make a very

significant contribution to the overall operation of their businesses. However, it may be interesting to note that among the six ratings of "not very significant ", three referred to programs relating to Technical Skills Upgrading and three to Computer Training: Word Processing (2) and Accounting (1).

Along with assessing the programs, employers were asked for their preferences concerning the timing of training programs. For the most part, employers did not have strong preferences regarding the time that training programs are offered: 90% indicated that current training programs were offered at a convenient time. The majority preferred daytime offerings for training.

Seventy percent (70%) of respondents did not have a preference regarding the day of the week training is offered. Similarly, almost half of employers who answered this question did not have a preference for season, and the answers indicating a preference did not fall into any one particular category, although 21% did favour winter.

SUGGESTIONS FOR IMPROVEMENT

As noted earlier the businesses who have had experience with training programs offered through community colleges are generally satisfied. Only a small number of suggestions were made for improvements to training programs.

Among improvements suggested:

- courses should be made available to more staff (five mentions);
- there should be a change in the course time (four mentions);
- the programs should be more appropriate for the skills required in the industry (four mentions);
- there is a need for follow-up (three mentions);
- those being trained need more practical experience (two mentions);
- and the program needs to be longer (one mention).

The following section provides similar information on the apprenticeship program.

APPRENTICESHIP PROGRAMS

WHO IS INVOLVED

Within the group of 500 businesses which participated in this study, 43% indicated that apprenticeships were currently in place within their businesses. An additional 15% claim that while they have positions within their firms which are apprenticeable trades, they are not involved with any program at the present.

Within the group that has apprenticeable trades but no program in place, 28% indicated that they had no current openings for apprentices, 11% said that they had no time - they were too busy to supervise apprentices, 11% indicated a lack of awareness of an appropriate program, 9% said that they could not find suitable apprentices and 5% said that they hire only licensed staff.

Firms involved with apprenticeship programs primarily represent four of the eight major industry classifications: 33% come from construction, 20% from manufacturing, 30% from the trade sector and 13% from the service sector. A small portion of apprenticeships are found in other sectors as well: 3% from transportation and storage and less than 1% from finance and communications.

From an overall perspective, respondents were far more knowledgeable about the types of apprenticeship pro-

grams in place in their business than they seemed to be about various other training programs; however, there was evidence of some confusion about apprenticeships. For example, some tended to confuse job training and work placements with apprenticeships. Others suggested that they had apprentices, but they did not employ people within apprenticeable trades. Such cases have been controlled for in the analysis and the comments made about apprenticeships are based on only those firms which actually have apprentices in place.

Before the telephone survey was designed, Baseline used initial contact with some of the major employers in the province in order to better understand different aspects of the apprenticeship programs from the business perspective. These interviews also provided the direction for the types of issues to be explored in the broader-based contact. Initial interviews suggested that satisfaction with apprenticeships varied in accord with the different areas and general statements about apprenticeships had to be considered as specific to the particular program areas involving the employers.

The comments in the preliminary interviews were similar to those expressed in the focus groups when it was noted that participants' expressed opinions varied in relation to the different areas. As well, both personal interviews and focus groups confirmed the need for the classroom portion of apprenticeships to become more relevant, up to date and more directly related to the realities of the workplace.

To provide a framework for the collection of data, Baseline grouped the various apprenticeable trades into four areas: construction trades, mechanical operations or motorized equipment operations, maintenance trades and the service sector. The various occupations associated with each grouping are contained in Appendix B. The following material is presented within the context of these four areas. It must be noted that the information presented about each area is based on the responses from businesses involved in those areas - assessments are not based on views of people who are not directly involved with the specific areas.

ASSESSMENT OF APPRENTICESHIPS

The charts on the following pages provide an overview of the business community's reaction to the apprenticeship programs currently in operation in New Brunswick.

COMPARISION OF VARIOUS APPRENTICESHIP PROGRAMS				
COMPARISON CRITERIA	APPRENTICESHIP AREA			
	CONSTRUCTION N=71	MECHANICAL/ MOTORIZED N=85	MAINTENANCE N=14	SERVICE N=12
AVERAGE NUMBER OF APPRENTICES	2.87	3.50	4.28	2.11
LENGTH OF TIME APPRENTICESHIP PROGRAMS IN PLACE WITHIN THESE BUSINESSES (MONTHS)	121	115	115	71
INSTRUCTIONAL MATERIAL				
UP TO DATE?				
VERY UP TO DATE	62%	50%	46%	55%
SOMEWHAT UP TO DATE	31%	34%	39%	36%
NOT UP TO DATE	7%	16%	15%	9%
RELATED TO WORK				
VERY RELATED	61%	59%	36%	50%
SOMEWHAT RELATED	30%	30%	57%	33%
NOT VERY RELATED	9%	11%	7%	17%
PROVIDES SUFFICIENT INFORMATION				
YES	87%	75%	93%	92%
NO	13%	25%	7%	8%

COMPARISION OF VARIOUS APPRENTICESHIP PROGRAMS (CONTINUED)				
COMPARISON CRITERIA	APPRENTICESHIP AREA			
	CONSTRUCTION	MECHANICAL/ MOTORIZED	MAINTENANCE	SERVICE
INSTRUCTORS				
UP TO DATE INSTRUCTION				
VERY UP TO DATE	65%	52%	64%	64%
SOMEWHAT UP TO DATE	33%	41%	29%	27%
NOT UP TO DATE	2%	8%	7%	9%
INSTRUCTORS LEVEL OF KNOWLEDGE				
VERY KNOWLEDGEABLE	62%	69%	64%	73%
SOMEWHAT KNOWLEDGE.	38%	27%	36%	27%
NOT KNOWLEDGEABLE	--	4%	--	--
INSTRUCTORS' LEVEL OF INTEREST IN PROGRESS				
VERY INTERESTED	56%	59%	50%	67%
SOMEWHAT INTERESTED	38%	34%	36%	17%
NOT VERY INTERESTED	6%	7%	14%	16%

COMPARISION OF VARIOUS APPRENTICESHIP PROGRAMS (CONTINUED)				
COMPARISON CRITERIA	APPRENTICESHIP AREA			
	CONSTRUCTION	MECHANICAL/ MOTORIZED	MAINTENANCE	SERVICE
APPRENTICESHIPS AND THE WORKPLACE				
QUALITY OF ON THE JOB SUPERVISION PROVIDED BY RESPONDING FIRMS				
EXCELLENT	26%	31%	36%	25%
GOOD	64%	60%	50%	50%
ONLY FAIR	9%	9%	14%	25%
POOR	1%	--		
OVERALL SATISFACTION WITH WORK OF APPRENTICES				
VERY SATISFIED	72%	60%	72%	67%
SOMEWHAT SATISFIED	28%	38%	21%	25%
NOT VERY SATISFIED	--	2%	7%	8%
FIRM'S AWARENESS OF ADVISORY COMMITTEE				
YES	21%	18%	35%	8%
NO	79%	82%	65%	92%
FIRM'S INTEREST IN ADVISORY COMMITTEE INVOLVEMENT				
YES	57%	40%	60%	17%
NO	43%	60%	40%	83%

These charts provides the basis for the following observations about apprenticeships in New Brunswick:

- The Service sector represents the newer area for apprenticeships - firms have been involved with these programs for 71 months, on average, compared to longer periods of involvement for other areas.

- There appears to be room for improvement in the area of mechanical operations and motorized equipment operations, especially in terms of the amount (sufficient) of information provided to apprentices. Consistent with comments from the interviews, there is also a need for instructors to be more up to date in the information available.

- In the service sector apprenticeships, there could be improvement in the relationship of the program to the actual workplace situations and experiences. Employers in this area recognize their shortcomings in the area of workplace supervision of apprentices.

- In the personal interviews concern was expressed about the quality of current information provided in the classroom training. However, from an overall perspective, there does not seem to be widespread concern - although some improvements can be made.

- The personal interviews also provided evidence of concern about the relevance of the classroom instruction to actual workplace experiences. However, while this was a consistent concern, the percentage making such a comment was quite low.

- In general, based on the information presented in this chart, there does not appear to be a high level of dissatisfaction with the apprenticeship programs currently in place in businesses in New Brunswick.

The information in these charts suggests that the overall evaluations appear fairly positive. However, the concerns expressed in the personal interviews should not be ignored - especially because those interviews were conducted with representatives of some of the larger firms involved with apprentices. Basically, concerns expressed indicated that the material covered in the classroom training portion of apprenticeships should be more up to date, that the instructors should make a greater effort to see the workplace and be more aware of how jobs are changing and maintain better contacts between the community colleges and the employers.

Each firm contacted was asked about their awareness of any apprenticeship advisory committees and as evidenced in the chart, few seemed to beware of any committee. It is apparent that familiarity with the different programs does not mean awareness of how the overall system is operated.

SUGGESTIONS FOR IMPROVEMENTS

Each respondent was also asked for their suggestions on ways in which the apprenticeship program with which they were involved could be improved. The following summarizes the responses received:

CONSTRUCTION TRADES

Within this area, 41% of the firms had some suggestion for ways in which to improve apprenticeship programs in the construction field:

- 27% suggested the need for more practical examples within the classroom training programs. People have workplace experience, but that may not be reinforced by the classroom experience.

- 14% suggested that there is a need for a better relationship between the skills taught and the skills required in the workplace.

- 10% suggested that the training program was too short - it did not provide sufficient time for the acquisition of needed information and skills.

- 7% cited the need for staff to be more available to both the employer and the apprentice.

- 7% also noted the need for an improved screening process for apprentices. This was also confirmed in the interviews and groups in which people suggested that there should be a better testing or screening at the entry level and better testing throughout the program.

This point was also discussed in the personal interviews and it appears to be related to either a reluctance on the part of the employer to make decisions about who participates in the programs, the reluctance of the employer to negotiate the apprenticeship programs with the unions involved or the desire to defer responsibility for such decisions to someone else - in this case to the community colleges.

- The balance of respondents made individual suggestions related to the construction trades such as the need for better timing of classroom training, efforts to have more motivated apprentices and

better follow up on the progress of apprentices.

MECHANICAL AND MOTORIZED EQUIPMENT

Within this area, 45% of the firms involved had some suggestion as to how the apprenticeships within this area could be improved.

- 18% suggested that the program update the classroom material.

- 15% suggested the establishment of a better link between classroom and workplace experiences such as more practical examples in classroom material.

- 15% also suggested the need for more follow up by instructors for both apprentices and employers.

- 10% indicated that the program was not currently teaching skills appropriate to the workplace and improvements needed to be made. This was closely related to the idea of more practical classroom examples.

- 8% suggested that the training program, as a whole, needs to be longer - people needed more time to become qualified.

- 8% suggested that there needed to be a better screening process to select more able and more motivated apprentices.

- 8% also suggested the need for better instructors in this area - again, instructors with more direct experience in the appropriate fields.

As suggested in one of the focus groups, there would be support for the idea that instructors actually work in the area of instruction in order to become more familiar and more current with the information they are presenting.

MAINTENANCE TRADES

This area actually involved a very small number of firms but the concerns expressed were similar to

other areas: more practical experiences, more up to date information and more appropriate skill training.

SERVICE SECTOR

As with the maintenance trades, there were only a few firms with apprentices in the service trades. The suggested improvements were similar to other areas: the need for more up to date material, more specific and practical training and more follow up from the community college.

The preliminary interviews and the focus groups confirmed most of these suggested improvements. As well, there was more discussion about such areas as the need for more testing and evaluation of the progress being made by the apprentices. Some suggeseted the need for higher standards within the classroom component of the apprenticeship programs - standards and testing which would insure that only the best qualified actually complete the programs. As well, some concern was expressed about the use of a training program based on individual progress through learning modules. While some in the telephone survey suggested that the programs were not long enough, some of those in the personal interviews suggested that the module learning based on individual speed made the apprenticeship program too long a process.

The personal interviews and the focus groups confirmed the need for more involvement of business in the development and revision of apprenticeship programs. There was also urging of more involvement of associations and more input from advisory committees.

The focus groups stressed the need for more practical classroom activities and more exposure of instructors to the "real work world".

Other comments were made about the fact that the current delivery system for apprenticeships did not provide the opportunity for employers or organizations to voice their concerns for consideration by someone other than a person directly involved with the program. Some felt that the former role of staff from the Department of Labour provided the opportunity for independent review of the work of DAET or community colleges.

From an overall perspective, one can see that the business community is not dissatisfied with the overall programs, but they have made suggestions for consideration by DAET and the community colleges.

FUTURE TRAINING NEEDS

Information on current involvement in training and apprenticeship programs has provided DAET with the information it needs to assess its current strengths and weaknesses and determine its fit within the overall field of training for business.

An equally important part of this study involves the assessment of the business community's perceptions about future training needs. In order to supply this information, Baseline asked each respondent if there was any training that they would like to have available for their business which would be important to improving it. The following information is based on responses to this inquiry.

From an overall perspective, 53% of those contacted had a specific suggestion for a type of training which would be important to improving their business operations. Those who indicated a particular need do not differ from those who had no suggestions in terms of major industrial classifications.

The following training areas were most frequently mentioned by those contacted:

1. Technical skills updating (18%)
2. Computer skills (12%)
3. Special equipment instruction (11%)
4. Management Training (11%)
5. Customer service training (11%)
6. Bartending/Waitressing (4%)
7. Heavy Equipment Training (4%)
8. Sales and Marketing (4%)

The overall patterns of future training needs do not appear to vary in a significant way from the current types of training provided by New Brunswick businesses, as demonstrated in the following chart:

CURRENT AND FUTURE TRAINING PATTERNS	
CURRENT TRAINING	FUTURE TRAINING
COMPUTER SKILLS	TECHNICAL SKILLS UPGRADING
TECHNICAL SKILLS UPGRADING	COMPUTER SKILLS
HEALTH AND SAFETY TRAINING	SPECIAL EQUIPMENT
MANAGEMENT TRAINING	MANAGEMENT TRAINING
PRODUCT USAGE	CUSTOMER SERVICE
PRODUCT KNOWLEDGE	BARTENDING/WAITRESSING
SPECIAL EQUIPMENT	HEAVY EQUIPMENT
CUSTOMER SERVICE	SALES AND MARKETING

The training needs which business has identified are very similar to what is already available to them. The only changes seem to be those involving customer services - businesses realize that they have to train at the entry level because of the increasing importance of first line service people.

The computer training needs continue to involve operations - word processing and accounting while data base management is more related to the development of geographical information systems (however, this demand is small in the overall picture).

There are some areas which one might have expected to be identified which were mentioned by only a limited number of businesses - training related to literacy and second language training.

It is also apparent from the responses to this and other questions that the businesses and people participating in this study, for the most part, are thinking about training as a reactive rather than an innovative process. Most suggest that what is needed in the future is what has been available in the past. Businesspeople today do not seem to think that structural change in the workplace will require much alteration of the skills of the workforce.

The attitudes toward training and the types of training offered among major employers (based on information from the personal interviews and ongoing contact by Baseline) present a very different approach - a future oriented approach. There appears to be a need to have

the broader-based perspective of the larger firms transmitted to the overall community if change is to occur.

Analysis of the types of firms which are interested in future training needs provide the basis for the following observations:

- 56% of those who indicated some future training need also indicated that they were providing some type of training presently.

- 42% of those interested in future training represent an expanded market - they are not currently providing any type of training.

- 41% of those who are currently providing some type of training did not indicate any future training requirements.

Training needs were least likely to be specified by firms from the primary, transportation and storage, communication and finance sectors of the business community.

Each participant who identified a particular training need was asked if s/he believed that such a program could be made available through community colleges. Among all responding, 93% indicated that their firm's training needs could be met through the community colleges. In fact, approximately 80% indicated that such a program was currently available.

While most of the businesses contacted indicated that they paid for the full cost of the training being

provided by their firm, 70% of those who indicated future needs suggested that their company would need financial assistance in meeting future training needs. The company seemed more able to pay for customer service training and management training with resources of the firm and more likely to need assistance with technical skills updating and special equipment training (often the assistance comes from the manufacturer of the product or piece of equipment).

As demonstrated elsewhere with current training practices, those who have additional training needs are more likely to have been in business for longer periods of time and have more employees.

These views on training within their firm were presented by the owner or president in 42% of the firms or by a senior manager or other person knowledgeable in the training area in 48% of the firms and by a supervisor or foreman in 10% of the firms.

Each respondent was given the option of determining the language of the interview and 89% were completed in English. Within the respondent group, 52% said that their employees worked exclusively in English, 6% worked exclusively in French and 42% work in both languages.

When asked about the preferred language of instruction for training programs, 74% of those responding indicated a preference for instruction in English, 12% a preference for instruction in French and 14% indicated a preference for bilingual instruction.

RESEARCH CONCLUSIONS

This study represents the views of the majority of businesses in this province - the small to mid-size firms. While many businesses in New Brunswick provide some type of training for their employees, in reality, for the majority of firms, that training is either fairly basic or essential to the operation of the business (such as product use, knowledge or operation and technical skills upgrading).

From an overall perspective, those contacted who were involved with apprenticeship programs appeared to be more aware of those programs and general training information than those who were involved with contract training. They provided more detailed responses to questions and generally seemed more aware of training needs while contract training providers gave less detail and seemed less knowledgeable about their programs.

Those interested in future training programs are very similar to the current group offering training today and their demands are not significantly different for the future than what is available today.

From an overall perspective, it appears that little consideration is being given to retraining of the workforce or equipping them with the skills needed for the workforce of the future. There also appears to be little consideration of the potential for employees' acquisition of more general education, general skills,

literacy skills or language skills.

Given the situation presented, DAET has the potential of a varied role of consciousness raiser in relation to the potential training needs of the business community and as a developer of progressive educational programs to assist businesses in becoming more ready for changing workplace demands and a more competitive business environment.

RESEARCH RECOMMENDATIONS

The material presented elsewhere in this report is based directly on the analysis of responses and comments from businesses contacted in this survey. In theory, the report to this point, can be reviewed by anyone and it should lead to similar conclusions. However, the following material, the recommendations or points for consideration, represent the research firm's interpretation of that objective material and are, in reality, subjective. Recommendations are the part of a report subject to debate. They are based on both the material collected and the experience of the firm.

Baseline recommends the following points for consideration by Planning Services within DAET:

1) It seems apparent that DAET and the community colleges have a broader social responsibility than was explored in this study. Small and medium-sized businesses in this province do not appear to be thinking about the types of change and innovation that may be required for them to remain or be more competitive in the 1990's. Many seem to operating on the assumption that things will continue as they are today.

Given this, DAET has a role in reaching out to these businesses and making them aware of the need for adaptation in order to counter some of the changes that will be occurring as a result of many events. The scope of this action and the extent of DAET involvement will depend on the will and interest of the department.

2) The low level of involvement between DAET and the ongoing training offered within business suggests a certain vulnerability for DAET and the community colleges. As enrolment patterns change, along with developing and reinforcing the concept of lifelong learning, there appears to be a potential opportunity for greater involvement in the types of training being provided by New Brunswick businesses. It seems appropriate that DAET build on its perceived strengths and become more involved in delivering practical and relevant training to businesses. We suggest that there is significant opportunity for expansion of the contract training programs of DAET.

3) DAET needs to forge better alliances with the business community. Respondents suggested that, in many instances, no one from DAET sought the input of business while many within that community feel their input is essential to the development of effective programs. The potential result from this lack of communication may be that business would feel an increasing isolation from DAET and perceive DAET-developed training irrelevant for their businesses. Following this, it is only logical that business would turn to other suppliers for training and thus render DAET a less than significant role in the training field.

Some of the key businesses in this province are already more involved in providing training by their staff or the use of consultants without the use of DAET resources. One has to question the long-term role for DAET if the major industries provide their own training, student enrolments tend to decline and the market for education of the mature student becomes more competitive.

4) Related to the broader responsibility for the development of business, there also appears to be a role for DAET in developing the human resource strategy for the province. If DAET can become more responsive - able to react more quickly - it can play an essential role in training the workforce of the future. However, according to comments received, it appears that the slowness of DAET's response capacity may impede that process. Those

who want to lead change cannot be the same ones who stall or thwart change because of bureaucratic considerations.

DAET has a positive reputation as a trainer of students - it needs to combine that with an enhanced ability to develop training programs reflecting the needs of the businesses community - needs of which the business community may or may not be aware.

5) Given the comments received, there is an obvious need for a better consolidation of training programs for business. The separation of funding from services makes it confusing for the client, but given the different levels of government involvement, change may be impossible. However, better coordination between Labour, Commerce and Technology and DAET may make it easier for business to approach government and obtain the services it needs.

6) In many of the interviews (especially the personal ones and the focus groups) there was a recognition of the need for more relevant and practical material in the apprenticeship programs. Staff at each community college should somehow be more involved with the trades and employers involved in apprenticeships. There should not only be more information for employers on how the program works, but businesses as well as unions should be more directly involved with those in the classrooms. Given that many suggested the need for faculty to have more work experience, there should be a program which either places faculty at work sites or provides time for faculty to visit work sites or meet with employers and trade groups on a regular basis to be more in touch with what is happening at the work site.

7) Finally, given the apparent discrepancies between the job expectations of employers and entrants, it would be appropriate that time be allocated in the curriculum for a more detailed orientation to working conditions in New Brunswick. This may not change the situation, but it may help entrants develop a better understanding of why employers are having difficulties with their demands. As well, it may help the entrant have a more realistic assessment of what s/he will be expected to do.

APPENDIX A

STUDY # 90004 - DAET TRAINING

RESP _ _ _ _

TIME NOW:_____

TEL EX. _ _ _

INTERVIEWER:_____

First of all, thank you for agreeing to help us with this survey....we want to begin by asking for your impressions of people who are applying for jobs today and being hired by your business .... thinking back over the past two years....

Q.1 In general, are people entering the workforce today....REPEAT POINT very, somewhat or not very...

	VERY	SOME WHAT	NOT VERY	DK	REF NA
A. motivated	1	2	3	7	9
B. interested in getting ahead	1	2	3	7	9
C. well equipped with the basic skills needed for the workplace	1	2	3	7	9
D. familiar with the job demands of the workplace	1	2	3	7	9
E. willing to work hard	1	2	3	7	9
F. able to work with limited supervision	1	2	3	7	9
G. able to make decisions on their own	1	2	3	7	9

Q.2 Now, we'd like to ask for your views about community college graduates ... we just want your overall impressions...In general, do you expect community college graduates entering the workforce today....to be (REPEAT POINT) very, somewhat or not very...

	VERY	SOME WHAT	NOT VERY	DK	REF NA
A. motivated	1	2	3	7	9
B. interested in getting ahead	1	2	3	7	9
C. well equipped with the basic skills needed for the workplace	1	2	3	7	9
D. familiar with the job demands of the workplace	1	2	3	7	9
E. willing to work hard	1	2	3	7	9
F. able to work with limited supervision	1	2	3	7	9
G. able to make decisions on their own	1	2	3	7	9

Q.3 Have you hired any graduates of a community college in the past two years?

YES.....1-GO TO Q.3C
NO.....2
DK.....7
REF/NA.....9

IF NOT:

Q.3A Have any community college graduates applied for a position at your business in the past two years?

YES.....1
NO.....2-GO TO Q.4
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.3B Was there any particular reason why you did not hire those/that applicant(s). Why is that?

_____

_____

DK.....97
REF/NA.....99
NOT APPRO.....00

GO TO Q.4 - P.5

IF **YES FOR Q.3A - ASK THE FOLLOWING**

Q.3C Would you say that, in general, you have been very, somewhat or not very satisfied with the community college graduate(s) hired for your business?

VERY.....1
SOMEWHAT.....2
NOT VERY.....3
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.3D What are your impressions of their willingness to work ...were those graduates very, somewhat or not very interested in working hard?

VERY.....1
SOMEWHAT.....2
NOT VERY.....3
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.3E For what positions, what types of occupations, have you hired community college graduates, who graduated in the past two years? **ENTER UP TO THREE OCCUPATIONS**

OCC1_____ — — — —

OCC2_____ — — — —

OCC3_____ — — — —

Q.3F Were the community college graduates hired for positions related to their training?

YES.....1
NO.....2 → GO TO Q.4
DK.....7 → GO TO Q.4
REF/NA.....9 → GO TO Q.4
NOT APPRO.....0 → GO TO Q.4

Q.3G Based on your experience, (REPEAT POINT) did the training program for (READ EACH OCC FROM Q.3E) seem appropriate and up to date in terms of current technologies and equipment. IF NOT What was out of date or what was missing?

	YES	NO	DK	REF	NOT APP
OCC 1_____	1	2	7	9	0
PROBLEM_____				--	--
_____				--	--
OCC 2_____	1	2	7	9	0
PROBLEM_____				—	—
_____				—	—
OCC 3_____	1	2	7	9	0
PROBLEM_____				—	—
_____				—	—

Q.4 What is your overall impression of community college graduates - very, somewhat or not very positive....and why is that?

VERY.....1
SOMEWHAT.....2
NOT VERY.....3
DK.....7
REF/NA.....9
NOT APPRO.....0

WHY_____

_____

DK.....97
REF/NA.....99
NOT APPRO.....00

CONTRACT TRAINING SECTION

Now, we'd like to ask a few questions about the different types of training and apprenticeship programs in your business.

Q.5 First of all, do you have any type of initial orientation program for new employees...an introduction to your business operations?

YES.....1
NO.....2 → GO TO Q.6
DK.....7 → GO TO Q.6
REF/NA.....9 → GO TO Q.6

IF YES...

Q.5A Who conducts that program? (PERSONNEL OFFICER, OWNER, IMMEDIATE SUPERVISOR)

_____

DK.....97
REF/NA.....99
NOT APPRO.....00

Q.5B How long does it last?

ENTER NUMBER OF DAYS .....__ __ __

DK.....997
REF/NA.....999
NOT APPRO.....00

Q.5C Are all new employees exposed to this orientation

YES.....1
NO.....2
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.6 Has your business provided any training programs, courses or classes for employees in the past two years....training other than an apprenticeship program...

YES.....1
NO.....2
DK.....7 → GO TO P.13
REF/NA.....9
NOT APPRO.....0

Q.6A We'd like to ask about each program...What type of training have you offered? (PROBE WITH: What topics were covered?) (ASK FOR EACH)
...and what type of employees were involved?

TITLE/TYPE_____

_____.....__ __

EMPLOYEES_____.....__ __

TITLE/TYPE_____

_____.....__ __

EMPLOYEES_____.....__ __

TITLE/TYPE_____

_____.....__ __

EMPLOYEES_____.....__ __

ASK THE FOLLOWING SECTION FOR EACH TYPE OF TRAINING:
Now we'd like to ask you a few more questions about
(READ AND ENTER TRAINIG PROGRAM)

Q.T-1 Was this training paid for by your company, paid for by your company with financial assistance from government, paid entirely through government funding or paid some other way?

_____

PAID BY COMPANY ALONE...1→GO TO T-2
COMPANY AND GOVERNMENT..2
GOVERNMENT ONLY.....3
OTHER.....4
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.T-1A **IF GOVERNMENT OR OTHER :** Which department, agency or organization paid for this training?

ENTER NAME_____

DK.....97
REF/NA.....99
NOT APPRO.....00

Q.T-1B Did you approach this (department/group/agency) or did they approach you or did someone else bring you together? (PROBE FOR DETAIL - could you tell me a little about that?).

_____

_____

DK.....97
REF/NA.....99
NOT APPRO.....00

Q.T-2 Where was this program carried out....

_____

at your business location.....1
at a community college.....2
at a private college.....3
at a university.....4
some other place.....5
a variety of places.....6
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.T-3 Who was involved in the design of this training program...you or others in your business...someone from a community college or Adv. Education and Training, someone else outside you business or was it one of the regular community college courses or something else?

DESIGNED OUTSIDE THE BUSINESS.....3-ASK T3A
INVLOVED COMMUNITY COLLEGE /DAET....2-GO TO T4A
REGULAR COURSE AT COLLEGE.....4-GO TO T5A
DESIGNED WITHIN ORGANIZATION.....1 GO TO P.12
DK.....7 CHECK
REF.....9
NOT APPRO.....0

IF COURSE DESIGNED FOR FIRM BY OTHER THAN CC STAFF ASK NEXT QUESTION

Q.T3-A Who was involved with the design or delivery of this course?

_____

_____

_____

IF CC OR DAET NOT INVOLVED CHECK OTHER TRAINING AND REPEAT AS NEEDED ELSE GO TO APPRENTICESHIP SECTION

IF COMMUNITY COLLEGE OR DAET STAFF INOLVED (OTHER THAN A REGULAR CC COURSE) ASK NEXT THREE QUESTIONS

Q.T-4A Would you say that staff at the community college were very, somewhat or not very helpful to you in getting this program started?

VERY.....1
SOMEWHAT.....2
NOT VERY.....3
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.T-4B Would you say that staff at the community college were very, somewhat or not very knowledgeable about the type of information which should be included in this training program?

VERY.....1
SOMEWHAT.....2
NOT VERY.....3
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.T-4C Would you say that staff at the community college were very, somewhat or not very interested in helping you get this program in place?

VERY.....1
SOMEWHAT.....2
NOT VERY.....3
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.T-5A How would you rate the usefulness of this particular training for your business...very, somewhat or not very useful?

VERY.....1
SOMEWHAT.....2
NOT VERY.....3
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.T-5B Did this training make a very, somewhat or not very significant contribution to improving the ability of your employees to do their job?

VERY.....1
SOMEWHAT.....2
NOT VERY.....3
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.T-5C Did this training make a very, somewhat or not very significant contribution to improving the overall operation of your business?

VERY.....1
SOMEWHAT.....2
NOT VERY.....3
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.T-6A Who supplied the instructors for this course - were they from your business, from a community college, a private consultant or from some other place?

FROM OWN BUSINESS.....1 → GO TO Q.T7
COMMUNITY COLLEGE.....2
PRIVATE CONSULTING FIRM.....3
OTHER.....4
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.T-6B How would you rate the instructor(s) in this training....(REPEAT POINT) were they very, somewhat or not very ...(ASK EACH)

	VERY	SOME WHAT	NOT VERY	DK	REF NA	NOT APP
knowledgeable.....	1	2	3	7	9	0
up-to-date with their information....	1	2	3	7	9	0

Q.T-7 Was this course offered at a convenient or inconvenient time for your business... when is the best time for a course like this to be offered - ASK FOR TIME OF DAY, DAY AND SEASON.

CONVENIENT.....1
INCONVENIENT.....2
DK/REF/NA.....9
NOT APPRO.....0

ENTER TIME OF DAY _____ __

ENTER DAY OF WEEK _____ __

ENTER SEASON _____ __

Q.T-8 Do you have any suggestions for improving this type of training program - any suggestions at all?

_____

_____

DK.....97
REF/NA.....99
NOT APPRO.....00

INTERVIEWER CHECK

REPEAT QUESTIONS FOR UP TO THREE PROGRAMS SPONSORED BY CC/DAE CHECK P.7 - Q.6

APPRENTICESHIP SECTION

Q.A-1 Has your business participated in any apprenticeship programs in the past two years?

YES.....1-GO TO A2
NO.....2
DK.....7
REF/NA.....9
NOT APPRO.....0

IF NO:

Q.A-1A Does your business have any jobs which require an apprenticeship program?

YES.....1
NO.....2
DK.....7 -GO TO
REF/NA.....9 Q.A1-C
NOT APPRO.....0

QA-1B Is there any particular reason why you have not been involved in an apprenticeship program? IF YES: ...and why is that?

_____

_____

DK.....97
REF/NA.....99
NOT APPRO.....00

QA1-C Do you expect to have any apprenticeship positions in your operation within the next three to five years?

YES.....1
NO.....2
DK.....7 -GO TO P.19
REF/NA.....9
NOT APPRO.....0

QA1-D In what occupations will you have apprentices?

OCC1_____ _ _ _ _

OCC2_____ _ _ _ _

OCC3_____ _ _ _ _

IF NO APPRENTICESHIPS IN PLACE GO TO TRAINING NEEDS SECTION- P.18

Q.A-2 Do you have any apprentices in the construction trades...in which occupations?

OCC1_____ — — — —

OCC2_____ — — — —

OCC3_____ — — — —

Q.A-2A Do you have any apprentices in the mechanical -motorized equipment trades...in which occupations?

OCC1_____ — — — —

OCC2_____ — — — —

OCC3_____ — — — —

Q.A-2B Do you have any apprentices in the hospitality trades...in which occupations?

OCC1_____ — — — —

OCC2_____ — — — —

OCC3_____ — — — —

Q.A-2C Do you have any apprentices in the maintenance trades...in which occupations?

OCC1_____ — — — —

OCC2_____ — — — —

OCC3_____ — — — —

Q.A-2D Do you have any apprentices in the service trades ...in which occupations?

OCC1_____ — — — —

OCC2_____ — — — —

OCC3_____ — — — —

ENTER AREA_____

ASK AS APPROPRIATE FOR EACH APPRENTICESHIP AREA:

Q.A-3A How many apprentices are employed in the (READ FIRST MENTION) trade in your firm...

DK.....__ __ __
REF/NA.....997
NOT APPRO.....999
.....000

Q.A-3B Altogether, how long has this apprenticeship program been in place in your business?
ENTER NUMBER OF MONTHS.....

DK.....__ __ __
REF/NA.....997
NOT APPRO.....999
.....000

Q.A-3C In general, are you very, somewhat or not very satisfied with the quality of work produced by the apprentices in the (REPEAT AREA)?

VERY.....1
SOMEWHAT.....2
NOT VERY.....3
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.A-3C1 **IF SOMEWHAT/NOT VERY SATISFIED**...why is that?

_____

_____

DK.....__ __
REF/NA.....97
NOT APPRO.....99
.....00

Q.A-4 What do you think about the classroom material covered in these apprenticeable programs.....is that material very, somewhat or not very up to date?

VERY.....1
SOMEWHAT.....2
NOT VERY.....3
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.A-5 Is that material very, somewhat or not very related to the types of work that the apprentices are doing in your business?

VERY.....1
SOMEWHAT.....2
NOT VERY.....3
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.A-6 Does the classroom material covered provide the apprentices with enough information to do a good job? **IF NO** Why not?

_____

_____ ..... __ __

YES, ENOUGH INFO.....95
DK.....97
REF/NA.....99
NOT APPRO.....00

Q.A-7A What do you think of on-the-job supervision of these apprentices...how do you rate the type of supervision you are able to offer apprentices at your workplace: excellent, good, only fair or poor...

EXCELLENT.....1
GOOD.....2
ONLY FAIR.....3
POOR.....4
DK.....97
REF/NA.....99
NOT APPRO.....00

Q.A-8 Have you experienced any particular problems in supervising apprentices in the **(REPEAT AREA)**...what types of problems?

_____

_____ ..... __ __

NO PROBLEM ENCOUNTERED.....95
DK.....97
REF/NA.....99
NOT APPRO.....00

Q.A9 What do you think about the instructors for the classroom part of the apprenticeship...are instructors very, somewhat or not very knowledgeable about their subject area?

VERY.....1
SOMEWHAT.....2
NOT VERY.....3
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.A10 Are they very, somewhat or not very up to date with their information?

VERY.....1
SOMEWHAT.....2
NOT VERY.....3
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.A-11 Based on your experiences, have the instructors seemed very, somewhat or not very interested in the progress your employees are making?

VERY.....1
SOMEWHAT.....2
NOT VERY.....3
DK.....7
REF/NA.....9
NOT APPRO.....0

A.A-12 Are you familiar with the Program Advisory committee **(REPEAT APPRENTICESHIP AREA)**

YES.....2
NO.....1
DK/REF/NA.....9 → GO TO A-13
NOT APPRO.....0

Q.A-12A Is that Committee very, somewhat or not very involved with the apprenticeship program in the **(REPEAT AREA)**

VERY.....1
SOMEWHAT.....2
NOT VERY.....3
DK.....7
REF/NA.....9
NOT APPRO.....0

Q.A-12B Would you be interested in being involved with this advisory committee for apprenticeable trades in the (AREA)...IF YES, WOULD YOU LIKE US TO REFER YOUR NAME TO THE DAET?

YES.....1
NO.....2
DK/REF/NA.....9
NOT APPRO.....0

REFER NAME YES
NO

QA-13 Do you have any suggestion which would help to improve this apprenticeship program? (PROBE FOR DETAIL)

_____

_____ ..... __ __

NONE MENTIONED.....95
DK.....97
REF/NA.....99
NOT APPRO.....00

ADD PAGES AND REPEAT QUESTIONS FOR EACH TYPE OF APPRENTICESHIP PROGRAM AVAILABLE

TRAINING NEEDS ASSESSMENT

Now, we'd like to ask just a few general questions about training needs for your overall business before we end....

Q.N-1 First of all, have you tried, in the past two years, to get assistance in putting on any training programs through the community colleges or DAET - other than the ones we've been talking about....

YES 1
NO.....2
DK.....7 → GO TO Q.N-2
REF/NA.....9

Q.N-1A What were the results from the approach that you made? PROBE

_____

_____

DK.....97
REF/NA.....99
NOT APPRO.....00

Q.N-2 Is there any training that you would like to have available to your business that would be important to improving your business? IF YES what is that? DESCRIBE IN DETAIL

_____

_____

NO.....95
DK.....97
REF/NA.....99 → GO TO DEMOS
NOT APPRO.....00

Q.N-2A Does this seem to be the type of training that could be effectively developed or offered by a community college...why or why not?

YES/NO_____

_____

DK.....97
REF/NA.....99

Q.N-2B If your business was able to receive the training you mentioned, would your company be able to pay for this training, or would you need assistance?

COMPANY COULD PAY..... 1
COMPANY NEED ASSISTANCE..... 2
DON'T KNOW..... 7
REF/NA..... 9
NOT APPRO..... 0

Q.N-2C Would you like to have someone from DAET or a community college follow-up with you on this training? IF NOT, any particular reason why not?

IF YES MAY WE GIVE DAET YOUR NAME? YES/NO

WHY NOT_____

_____.....__ __

YES.....95
DK.....97
REF/NA.....99
NOT APPRO.....00

DEMOGRAPHIC SECTION

We'd like to end with just a few questions about your business...

Q.D-1 In what year was your business started.....19 __ __

Q.D-2 Altogether, how many full time employees do you have

__ __ __

Q.D-3 Altogether, how many part time employees do you have

__ __ __

Q.D-4 How would you describe your business - what type of work do you do?

_____

_____ ENTER SIC __ __ __

Q.D-5 Do your employees work in French, in English or in both languages?

FRENCH.....1
ENGLISH.....2
BOTH.....3
DK/REF/NA.....9

Q.D-6 If employees were to attend a training program, would they prefer instruction in English or French?

FRENCH.....1
ENGLISH.....2
BOTH.....3
DK.....7
REF/NA.....9

Q.D-7 What is your position or title in this company?

_____

_____.....__ __

Q.D-8 ENTER LANGUAGE OF INTERVIEW

TIME NOW_____

ENGLISH.....1
FRENCH.....2

Q.D-9 ENTER LENGTH OF INTERVIEW.....__ __

I'd like to thank you very much for taking the time to help us with this survey...and we'd like to know if you might be interested in taking part in a follow-up study...possibly involving a group discussion with other members of the business community in your area?

YES.....1
NO.....2
MAYBE.....3

STUDY # 90004 - DAET TRAINING

RESP _ _ _ _

TIME NOW: _____

TEL EX._ _ _

INTERVIEWER: _____

Tout d'abord, je vous remercie d'avoir accepté de nous aider dans notre sondage. Pour commencer, nous aimerions connaître vos impressions au sujet des gens qui cherchent actuellement à obtenir du travail et qui sont engagés par votre entreprise... depuis les deux dernières années...

Q.1 En règle générale, est-ce que les gens qui font actuellement leur entrée sur le marché du travail sont... RÉPÉTEZ LE POINT très, un peu ou pas très

	TRÈS	UN PEU	PAS TRÈS	NSP	REFUS/ SR
A. motivés	1	2	3	7	9
B. intéressés à avancer	1	2	3	7	9
C. préparés en ce sens qu'ils ont les aptitudes de base nécessaires pour travailler	1	2	3	7	9
D. renseignés sur les exigences des lieux de travail	1	2	3	7	9
E. disposés à travailler fort	1	2	3	7	9
F. capables de travailler avec une surveillance limitée	1	2	3	7	9
G. capables de prendre leurs propres décisions	1	2	3	7	9

Q.2 Nous aimerions maintenant savoir ce que vous pensez des diplômés des collèges communautaires... nous voulons seulement vos impressions générales... en règle générale, pensez-vous que les diplômés des collèges communautaires qui font actuellement leur entrée sur le marché du travail sont (RÉPÉTEZ LE POINT) très, un peu ou pas très

	TRÈS	UN PEU	PAS TRÈS	NSP	REFUS/ SR
A. motivés	1	2	3	7	9
B. intéressés à avancer	1	2	3	7	9
C. préparés en ce sens qu'ils ont les aptitudes de base nécessaires pour travailler	1	2	3	7	9
D. renseignés sur les exigences des lieux de travail	1	2	3	7	9
E. disposés à travailler fort	1	2	3	7	9
F. capables de travailler avec une surveillance limitée	1	2	3	7	9
G. capables de prendre leurs propres décisions	1	2	3	7	9

Q.3 Avez-vous engagé des diplômés d'un collège communautaire au cours des deux dernières années?

OUI	1	– PASSEZ
NON	2	À Q.3C
NSP	7	
REFUS/SR	9	

SI NON:

Q.3A Est-ce que des diplômés d'un collège communautaire ont cherché à obtenir un poste dans votre entreprise au cours des deux dernières années?

OUI	1	
NON	2	PASSEZ
NSP	7	À Q.4
REFUS/SR	9	
PAS APPROPRIÉ	0	

Q.3B Y a-t-il une raison particulière pour laquelle vous n'avez pas engagé la ou les personnes en question? Qu'est-ce que c'est?

_____

_____ . . . __ __

NSP	97
REFUS/SR	99
PAS APPROPRIÉ	00

PASSEZ À Q.4 – P.5

SI OUI À LA QUESTION Q.3A - POSEZ LES QUESTIONS SUIVANTES:

Q.3C Diriez-vous qu'en règle générale vous avez été très satisfait, un peu satisfait ou pas très satisfait du ou des diplômés des collèges communautaires que vous avez engagé(s) pour votre entreprise?

TRÈS	1
UN PEU	2
PAS TRÈS	3
NSP	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.3D Quelles sont vos impressions sur le désir de travailler de ces personnes. Les diplômés en question étaient-ils très intéressés, un peu intéressés ou pas très intéressés à travailler fort?

TRÈS	1
UN PEU	2
PAS TRÈS	3
NSP	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.3E À quels postes ou dans quels genres de travail ou métier avez-vous engagé des finissants de collèges communautaires qui ont obtenu leur diplôme au cours des deux dernières années? INDIQUEZ JUSQU'À TROIS GENRES DE TRAVAIL OU MÉTIER

TRAVAIL OU MÉTIER 1 _____ — — — —

TRAVAIL OU MÉTIER 2 _____ — — — —

TRAVAIL OU MÉTIER 3 _____ — — — —

Q.3F Les diplômés des collèges communautaires ont-ils été engagés dans des postes pour lesquels ils ont reçu une formation?

OUI	1	
NON	2	PASSEZ À Q.4
NSP	7	PASSEZ À Q.4
REFUS/SR	9	PASSEZ À Q.4
PAS APPROPRIÉ	0	PASSEZ À Q.4

Q.3G D'après votre expérience, (RÉPÉTEZ) le programme de formation pour (LISEZ CHAQUE TRAVAIL OU MÉTIER INDIQUÉ À LA Q.3E) semblait-il approprié et à jour en ce qui concerne les techniques modernes et le matériel? SI NON Qu'est-ce qui n'était pas à jour ou manquait?

	OUI	NON	NSP	REFUS	PAS APPR.
TRAVAIL OU MÉTIER 1_____	1	2	7	9	0
PROBLÈME_____					— —
_____					— —
TRAVAIL OU MÉTIER 2_____	1	2	7	9	0
PROBLÈME_____					— —
_____					— —
TRAVAIL OU MÉTIER 3_____	1	2	7	9	0
PROBLÈME_____					— —
_____					— —

Q.4 Quelle est votre impression générale des diplômés des collèges communautaires - est-ce qu'elle est très, un peu ou pas très positive... pourquoi?

TRÈS 1
UN PEU 2
PAS TRÈS 3
NSP 7
REFUS/SR 9
PAS APPROPRIÉ 0

POURQUOI_____

_____ . . . __ __

NSP 97
REFUS/SR 99
PAS APPROPRIÉ 00

SECTION SUR LES COURS DONNÉS À CONTRAT

Nous aimerions maintenant poser quelques questions sur les différents genres de programmes de formation et d'apprentissage dans votre entreprise.

Q.5 Tout d'abord, avez-vous un programme d'initiation pour vos nouveaux employés... une initiation à votre entreprise?

OUI	1	
NON	2	PASSEZ À Q.6
NSP	7	PASSEZ À Q.6
REFUS/SR	9	PASSEZ À Q.6

SI OUI...

Q.5A Qui s'occupe de donner ce programme? (PRÉPOSÉ AU PERSONNEL, PROPRIÉTAIRE, SURVEILLANT IMMÉDIAT)

_____ . . . __ __

NSP	97
REFUS/SR	99
PAS APPROPRIÉ	00

Q.5B Quelle est la longueur du programme?

INDIQUEZ LE NOMBRE DE JOURS . . . . . __ __ __

NSP	997
REFUS/SR	999
PAS APPROPRIÉ	00

Q.5C Les nouveaux employés suivent-ils tous ce programme d'initiation?

OUI	1
NON	2
NSP	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.6 Au cours des deux dernières années, votre entreprise a-t-elle offert des programmes de formation, des cours ou des classes à ses employés... en dehors des programmes d'apprentissage?

OUI	1	
NON	2	
NSP	7	PASSEZ À P.13
REFUS/SR	9	
PAS APPROPRIÉ	0	

Q.6A Au sujet de chaque programme, quel genre de formation avez-vous offert (POSEZ DANS CHAQUE CAS LA QUESTION: Quels sujets étaient couverts?)
... et quelle catégorie d'employés y participaient?

TITRE/CATÉGORIE _____

_____ . . . _ _

EMPLOYÉS _____ . . . _ _

TITRE/CATÉGORIE _____

_____ . . . _ _

EMPLOYÉS _____ . . . _ _

TITRE/CATÉGORIE _____

_____ . . . _ _

EMPLOYÉS _____ . . . _ _

POSEZ LES QUESTIONS DE CETTE SECTION POUR CHAQUE CATÉGORIE DE FORMATION:
Nous aimerions maintenant vous poser quelques autres questions sur (LISEZ TOUT HAUT ET INSCRIVEZ LE PROGRAMME DE FORMATION)

Q.T-1 Tout d'abord, la formation a-t-elle été payée par votre compagnie même, payée par votre compagnie avec une aide financière du gouvernement, ou payée entièrement par le gouvernement ou par un autre moyen?

	PAYÉE PAR COMPAGNIE SEULE	1 - PASSEZ
	COMPAGNIE ET GOUVERNEMENT	2 À T-2
	GOUVERNEMENT SEULEMENT	3
	AUTRE	4
	NSP	7
	REFUS/SR	9
	PAS APPROPRIÉ	0

Q.T-1A **SI GOUVERNEMENT OU AUTRE:** Quel ministère ou organisme a payé cette formation?

INDIQUEZ LE NOM _____ . . . __ __

NSP	97
REFUS/SR	99
PAS APPROPRIÉ	00

Q.T-1B Est-ce que c'est vous ou est-ce que cela a été fait par le ministère ou organisme, ou encore est-ce que c'est quelqu'un d'autre qui vous a mis en rapport? (CHERCHEZ À OBTENIR DES DÉTAILS - pourriez-vous me fournir un peu de précisions à ce sujet?).

_____

_____ . . . __ __

NSP	97
REFUS/SR	99
PAS APPROPRIÉ	00

Q.T-2 Où le programme en question a-t-il été donné...

	dans votre entreprise	1
	dans un collège communautaire	2
	dans un collège privé	3
	dans une université	4
	à un autre endroit	5
	à divers endroits	6
	NSP	7
	REFUS/SR	9
	PAS APPROPRIÉ	0

Q.T-3 Qui s'est occupé de préparer le programme de formation... est-ce que c'était vous-même ou quelqu'un de votre entreprise, quelqu'un d'un collège communautaire ou du ministère de l'Enseignement supérieur et de la Formation, une autre personne en dehors de votre entreprise, ou est-ce que c'était un cours régulier d'un collège communautaire ou autre chose?

PRÉPARÉ EN DEHORS DE L'ENTREPRISE	3	QUESTION T3A
COLLÈGE COMMUNAUTAIRE/ENS. SUP.	2	PASSEZ À T4A
COURS RÉGULIER DU COLLÈGE	4	PASSEZ À T5A
PRÉPARÉ DANS L'ENTREPRISE	1	PASSEZ À P.12
NSP	7	VÉRIFICATION
REFUS	9	
PAS APPROPRIÉ	0	

SI LE COURS PRÉPARÉ POUR L'ENTREPRISE N'A PAS ÉTÉ FAIT PAR QUELQU'UN DU COLLÈGE COMMUNAUTAIRE, POSEZ LA QUESTION SUIVANTE

Q.T-3A Qui s'est occupé de préparer ou de donner le cours?

_____

_____

_____ . . . _ _

SI LE COURS N'A PAS ÉTÉ PRÉPARÉ PAR LE COLLÈGE COMMUNAUTAIRE NI PAR LE MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA FORMATION, VOYEZ LES AUTRES CATÉGORIES DE FORMATION ET RÉPÉTEZ AU BESOIN, SINON PASSEZ À LA SECTION SUR L'APPRENTISSAGE

SI LE COURS A ÉTÉ PRÉPARÉ PAR LE COLLÈGE COMMUNAUTAIRE (SANS ÊTRE UN COURS RÉGULIER DU COLLÈGE) OU LE MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA FORMATION, POSEZ LES TROIS QUESTIONS SUIVANTES

Q.T-4A Diriez-vous que le personnel du collège communautaire vous a beaucoup aidé, un peu aidé ou pas tellement aidé à lancer le programme en question?

BEAUCOUP	1
UN PEU	2
PAS BEAUCOUP	3
NSP	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.T-4B Diriez-vous que le personnel du collège communautaire était bien informé, un peu informé ou pas tellement informé sur le genre d'informations qu'il faut inclure dans ce programme de formation?

BEAUCOUP	1
UN PEU	2
PAS BEAUCOUP	3
NSP	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.T-4C Diriez-vous que le personnel du collège communautaire était très intéressé, un peu intéressé ou pas très intéressé à vous aider à mettre en place le programme en question?

BEAUCOUP	1
UN PEU	2
PAS BEAUCOUP	3
NSP	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.T-5A D'après vous, quel est le niveau d'utilité de la formation en question pour votre entreprise... beaucoup, un peu ou pas très utile?

BEAUCOUP	1
UN PEU	2
PAS BEAUCOUP	3
NSP	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.T-5B Est-ce que ce programme de formation a beaucoup, un peu ou pas tellement contribué à rendre vos employés plus aptes à faire leur travail?

BEAUCOUP	1
UN PEU	2
PAS BEAUCOUP	3
NSP	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.T-5C Est-ce que le programme en question a contribué beaucoup, un peu ou pas tellement à améliorer le fonctionnement général de votre entreprise?

BEAUCOUP	1
UN PEU	2
PAS BEAUCOUP	3
NSP	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.T-6A D'où venaient les instructeurs qui ont donné le cours - est-ce que c'était des gens de votre entreprise ou d'un collège communautaire, un expert-conseil du secteur privé ou quelqu'un d'ailleurs?

	DE PROPRE ENTREPRISE	1 - PASSEZ À Q.T7
	COLLÈGE COMMUNAUTAIRE	2
	SOCIÉTÉ D'EXPERTS-CONSEILS	3
_____	AUTRE	4
	NSP	7
	REFUS/SR	9
	PAS APPROPRIÉ	0

Q.T-6B À quel niveau évaluez-vous l'instructeur ou les instructeurs qui ont donné le cours... (RÉPÉTEZ LE POINT) Est-ce qu'ils étaient très, un peu ou pas très... (POSEZ LA QUESTION POUR CHAQUE CAS)

	TRÈS	UN PEU	PAS TRÈS	NSP	REF SR	PAS APP
renseignés	1	2	3	7	9	0
à jour dans leurs informations	1	2	3	7	9	0

Q.T-7 Le cours a-t-il été offert à un moment qui convenait bien ou convenait mal à votre entreprise... quel est le meilleur moment d'offrir un cours comme celui-ci - DEMANDEZ LE MOMENT DE LA JOURNÉE, LA JOURNÉE ET LA SAISON.

COMMODE	1
PAS COMMODE	2
NSP/REFUS/SR	9
PAS APPROPRIÉ	0

INDIQUEZ LE MOMENT DE LA JOURNÉE _____ __

INDIQUEZ LA JOURNÉE DE LA SEMAINE _____ __

INDIQUEZ LA SAISON _____ __

Q.T-8 Avez-vous des suggestions à faire sur la façon d'améliorer ce genre de programme de formation - n'importe quelle suggestion?

_____

_____

. . . __ __

NSP . . . . . .
REFUS/SR 97
PAS APPROPRIÉ 99
. 00

VÉRIFICATION PAR L'ENQUÊTEUR(TRICE)

RÉPÉTEZ LES QUESTIONS POUR UN MAXIMUM DE TROIS PROGRAMMES PATRONNÉS PAR LE COLLÈGE COMMUNAUTAIRE OU MINISTÈRE - VOIR P.7, Q.6

SECTION SUR L'APPRENTISSAGE

Q.A-1 Votre entreprise a-t-elle participé à un programme d'apprentissage au cours des deux dernières années?

OUI	1	– PASSEZ À A2
NON	2	
NSP	7	
REFUS/SR	9	
PAS APPROPRIÉ	0	

SI NON:

Q.A-1A Y a-t-il dans votre entreprise des emplois qui exigent un programme d'apprentissage?

OUI	1	
NON	2	
NSP	7	– PASSEZ À Q.A1-C
REFUS/SR	9	
PAS APPROPRIÉ	0	

Q.A-1B Y a-t-il une raison particulière pour laquelle vous n'avez pas participé à un programme d'apprentissage?
SI OUI: ... qu'est-ce que c'est?

_____

_____

NSP	97
REFUS/SR	99
PAS APPROPRIÉ	00

Q.A-1C Pensez-vous avoir des postes d'apprentissage dans votre entreprise au cours des trois à cinq prochaines années?

OUI	1	
NON	2	
NSP	7	– PASSEZ À P.19
REFUS/SR	9	
PAS APPROPRIÉ	0	

Q.A-1D Dans quels genres de travail ou de métier aurez-vous des apprentis?

TRAVAIL OU MÉTIER 1 _____ ____

TRAVAIL OU MÉTIER 2 _____ ____

TRAVAIL OU MÉTIER 3 _____ ____

S'IL N'Y A EN PLACE AUCUN PROGRAMME D'APPRENTISSAGE, PASSEZ À LA SECTION SUR LES BESOINS EN FORMATION - P.19

Q.A-2 Avez-vous des apprentis dans les métiers de construction... dans quel genre de travail ou métier?

TRAVAIL OU MÉTIER 1 _____ — — — —

TRAVAIL OU MÉTIER 2 _____ — — — —

TRAVAIL OU MÉTIER 3 _____ — — — —

Q.A-2A Avez-vous des apprentis en mécanique ou en matériel motorisé... dans quel genre de travail ou métier?

TRAVAIL OU MÉTIER 1 _____ — — — —

TRAVAIL OU MÉTIER 2 _____ — — — —

TRAVAIL OU MÉTIER 3 _____ — — — —

Q.A-2B Avez-vous des apprentis en tourisme d'accueil... dans quel genre de travail ou métier?

TRAVAIL OU MÉTIER 1 _____ — — — —

TRAVAIL OU MÉTIER 2 _____ — — — —

TRAVAIL OU MÉTIER 3 _____ — — — —

Q.A-2C Avez-vous des apprentis dans les métiers de l'entretien... dans quel genre de travail ou métier?

TRAVAIL OU MÉTIER 1 _____ — — — —

TRAVAIL OU MÉTIER 2 _____ — — — —

TRAVAIL OU MÉTIER 3 _____ — — — —

Q.A-2D Avez-vous des apprentis dans les métiers des services... dans quel genre de travail ou métier?

TRAVAIL OU MÉTIER 1 _____ — — — —

TRAVAIL OU MÉTIER 2 _____ — — — —

TRAVAIL OU MÉTIER 3 _____ — — — —

INDIQUEZ LE SECTEUR _____

QUESTIONS À POSER SI C'EST APPROPRIÉ POUR CHAQUE SECTEUR D'APPRENTISSAGE:

Q.A-3A Combien d'apprentis sont employés en (LIRE PREMIÈRE MENTION) dans votre entreprise...

NSP	__ __ __
REFUS/SR	997
PAS APPROPRIÉ	999
	000

Q.A-3B En tout, depuis combien longtemps le programme d'apprentissage existe-t-il dans votre entreprise?

INDIQUEZ LE NOMBRE DE MOIS

NSP	__ __ __
REFUS/SR	997
PAS APPROPRIÉ	999
	000

Q.A-3C En règle générale, êtes-vous très, un peu ou pas très satisfait de la qualité du travail des apprentis en (RÉPÉTEZ LE SECTEUR)?

TRÈS	1
UN PEU	2
PAS TRÈS	3
NSP	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.A-3C1 SI UN PEU OU PAS TRÈS SATISFAIT... pourquoi?

_____

_____

NSP	__ __
REFUS/SR	97
PAS APPROPRIÉ	99
	00

Q.A-4 Que pensez-vous du matériel de classe utilisé pour ces programmes d'apprentissage... est-ce que ce matériel est très à jour, un peu à jour ou pas très à jour?

TRÈS	1
UN PEU	2
PAS TRÈS	3
NSP	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.A-5 Le matériel de classe en question est-il beaucoup, un peu ou pas très relié aux genres de travail que les apprentis font dans votre entreprise?

TRÈS	1
UN PEU	2
PAS TRÈS	3
NSP	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.A-6 Le matériel de classe utilisé a-t-il fourni aux apprentis assez d'information pour qu'ils puissent faire un bon travail? SI NON, pourquoi?

_____

_____

OUI, ASSEZ D'INFORM.	— —
NSP	95
REFUS/SR	97
PAS APPROPRIÉ	99
	00

Q.A-7 Que pensez-vous de la surveillance au travail de ces apprentis... comment évaluez-vous le genre de surveillance que vous pouvez offrir aux apprentis à votre lieu de travail: excellent, bon, moyen seulement ou mauvais...

EXCELLENT	1
BON	2
MOYEN SEULEMENT	3
MAUVAIS	4
NSP	97
REFUS/SR	99
PAS APPROPRIÉ	00

Q.A-8 Avez-vous connu des problèmes particuliers dans la surveillance des apprentis en (RÉPÉTEZ LE SECTEUR)... quels genres de problèmes?

_____

_____

AUCUN PROBLÈME CONNU	— —
NSP	95
REFUS/SR	97
PAS APPROPRIÉ	99
	00

Q.A-9 Que pensez-vous des instructeurs qui s'occupaient de la partie en classe de l'apprentissage... les instructeurs connaissent-ils très bien, un peu ou pas beaucoup le sujet?

TRÈS	1
UN PEU	2
PAS TRÈS	3
NSP	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.A-10 Les informations qu'ils ont sont-elles très, un peu ou pas tellement à jour?

TRÈS	1
UN PEU	2
PAS TRÈS	3
NSP	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.A-11 D'après vos expériences, les instructeurs semblaient-ils très, un peu ou pas très intéressés aux progrès de vos employés?

TRÈS	1
UN PEU	2
PAS TRÈS	3
NSP	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.A-12 Êtes-vous au courant du comité consultatif du programme (RÉPÉTEZ LE SECTEUR D'APPRENTISSAGE)

OUI	2	
NON	1	
NSP/REFUS/SR	9	- PASSEZ
PAS APPROPRIÉ	0	À A-13

Q.A-12A Est-ce que le comité en question s'occupe beaucoup, un peu ou pas beaucoup du programme d'apprentissage en (RÉPÉTEZ LE SECTEUR)

BEAUCOUP	1
UN PEU	2
PAS BEAUCOUP	3
NSP	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.A-12B Seriez-vous intéressé à participer au travail de ce comité consultatif pour les métiers d'apprentissage dans le (SECTEUR)... SI OUI, VOULEZ-VOUS QUE L'ON REMETTE VOTRE NOM AU MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA FORMATION?

OUI	
NON	1
NSP/REFUS/SR	2
PAS APPROPRIÉ	9
	0

MENTIONNER LE NOM OUI
NON

Q.A-13 Avez-vous à proposer des moyens d'améliorer ce programme d'apprentissage? (CHERCHEZ À OBTENIR DES DÉTAILS)

_____

_____

AUCUNE MENTION	
NSP	95
REFUS/SR	97
PAS APPROPRIÉ	99
	00

AJOUTEZ DES PAGES ET RÉPÉTEZ LES QUESTIONS POUR CHAQUE TYPE DE PROGRAMME D'APPRENTISSAGE

ÉVALUATION DES BESOINS EN FORMATION

Avant de terminer, nous aimerions maintenant vous poser seulement quelques questions générales sur les besoins en formation de l'ensemble de votre entreprise...

Q.N-1 Tout d'abord, avez-vous essayé au cours des deux dernières années d'obtenir de l'aide pour mettre en place des programmes de formation en vous servant des collèges communautaires ou du ministère de l'Enseignement supérieur et de la Formation - sauf dans les cas dont on vient de parler...

OUI	1	
NON	2	
NSP	7	- PASSEZ
REFUS/SR	9	À Q.N-2

Q.N-1A Quels ont été les résultats de votre approche? POSEZ DES QUESTIONS

_____

_____ . . . __ __

NSP	
REFUS/SR	97
PAS APPROPRIÉ	99
	00

Q.N-2 Est-ce qu'il y a un genre de cours que vous aimeriez obtenir pour votre entreprise parce que ce serait un moyen important d'améliorer vos affaires? SI OUI, qu'est-ce que c'est? DÉCRIVEZ EN DÉTAIL

_____

_____ . . . __ __

NON	95	
NSP	97	
REFUS/SR	99	- PASSEZ À
PAS APPROPRIÉ	00	SECTION DÉMOGRAPHIQUE

Q.N-2A Pensez-vous que ce genre de formation pourrait être bien préparé ou offert par un collège communautaire? Pourquoi ou pourquoi pas?

OUI/NON _____

_____ . . . __ __

NSP	
REFUS/SR	97
	99

Q.N-2B Si votre entreprise pouvait recevoir la formation que vous avez mentionnée, est-ce qu'elle pourrait en payer les frais ou est-ce que vous auriez besoin d'une aide?

COMPAGNIE POURRAIT PAYER	1
COMPAGNIE A BESOIN D'AIDE	2
NE SAIT PAS	7
REFUS/SR	9
PAS APPROPRIÉ	0

Q.N-2C Aimeriez-vous que quelqu'un du ministère de l'Enseignement supérieur et de la Formation ou du collège communautaire communique avec vous au sujet de cette formation? SI NON, est-ce pour une raison particulière?

SI OUI, POUVONS-NOUS INDIQUER VOTRE NOM AU MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA FORMATION? OUI/NON

POURQUOI PAS_____

_____ . . . __ __

OUI	
NSP	95
REFUS/SR	97
PAS APPROPRIÉ	99
	00

SECTION DÉMOGRAPHIQUE

Nous aimerions terminer avec seulement quelques questions au sujet de votre entreprise...

Q.D-1 En quelle année votre entreprise a-t-elle été lancée . . . . . 19__ __

Q.D-2 En tout, combien d'employés à temps plein avez-vous . . . . . ___ ___

Q.D-3 En tout, combien d'employés à temps partiel avez-vous . . . . . ___ ___

Q.D-4 Comment décrivez-vous votre entreprise - quel genre de travail faites-vous?

_____

_____ ENTER SIC ___ ___

Q.D-5 Vos employés travaillent-ils en français, en anglais ou dans les deux langues?

FRANÇAIS 1
ANGLAIS 2
LES DEUX 3
NSP/REFUS/SR 9

Q.D-6 Si les employés suivaient un programme de formation, préféreraient-ils qu'il soit enseigné en anglais ou en français?

FRANÇAIS 1
ANGLAIS 2
LES DEUX 3
NSP 7
REFUS/SR 9

Q.D-7 Quel poste ou titre occupez-vous dans la compagnie?

_____

_____ . . . ___ ___

Q.D-8 INDIQUEZ LA LANGUE DE L'ENTREVUE

ANGLAIS 1
FRANÇAIS 2

HEURE: _____

Q.D-9 INDIQUEZ LA DURÉE DE L'ENTREVUE . . . . . ___ ___

Je vous remercie beaucoup d'avoir pris le temps de nous aider dans notre sondage... Nous aimerions aussi savoir si vous seriez peut-être intéressé à participer à une étude pour donner suite à la question... peut-être sous forme d'une discussion de groupe avec d'autres gens d'affaires de votre région.

OUI 1
NON 2
PEUT-ÊTRE 3

APPENDIX B

APPRENTICESHIP AREAS

CONSTRUCTION	
OCCUPATIONS	PERCENT
SURVEYORS	1%
DRAUGHTSMAN	1%
ENGINEERING TECHNOLOGY	1%
BLASTING OCCUPATION	1%
MACHINIST SET UP	1%
SHEET-METAL	5%
WELDING/CUTTING	6%
BOILERMAKERS	3%
INSPECTING OCCUPATION	1%
ELECTRICAL INSTALLATION	3%
CABINET/WOOD FURNITURE MAKER	1%
EXCAVATING/GRADING	1%
POWER LINE WORKERS	1%
CONSTRUCTION ELECTRICIANS	1%
CARPENTERS	29%
BRICK/STONE MASONS	20%
PAINTERS	3%
ROOFERS	2%
PIPE FITTING	19%
TOTAL	100%

MECHANICAL/MOTORIZED	
OCCUPATIONS	PERCENT
MACHINIST	8%
WELDING/CUTTING	4%
SHAPING WOOD	1%
VEHICLE FABRICATION	7%
ELECTRICAL INSTALLATION	2%
ELECTRONIC INSTALLATION	2%
MOTOR VEHICLE MECHANICS	50%
AIRCRAFT MAINTENANCE	1%
INDUSTRIAL MECHANIC	20%
BUSINESS MACHINE REPAIRS	1%
PRECISION INSTRUMENT REPAIR	3%
STATIONARY ENGINE	1%
TOTAL	100%

MAINTENANCE TRADE	
OCCUPATIONS	PERCENT
MACHINIST SET UP	13%
INSPECTING METAL	4%
METALWORKING	9%
WELDING/CUTTING	26%
ELECTRICAL INSTALLATION	4%
ELECTRONIC INSTALLATION	4%
INDUSTRIAL MECHANIC	13%
POWER LINE WORKERS	4%
INSPECTING/TESTING IN COMMUNICATION	4%
LABOURING IN COMMUNICATION	9%
PIPEFITTING	5%
STATIONARY ENGINE	5%
TOTAL	100%

SERVICE INDUSTRY	
OCCUPATIONS	PERCENT
CHEFS/COOKS	60%
BARBERS & RELATED	35%
OTHER PRODUCT FABRICATION	5%
TOTAL	100%